DOCUMENT RESUME

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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to reading and applying technical information from a variety of English language documents or electronic media. It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) develop a written Plan of Action for producing four food service products; (2) achieve 80% on a written food service technology test; (3) operate and maintain at least 15 pieces of food service equipment; and (5) achieve 80% on a written kitchen tools and equipment identification test. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 350

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Performance Package
Minnesota Profile of Learning

Content Standard: Read, View, Listen: Technical Reading **Level:** High School

Title of Package/Activity: Tech Reading/Food Service

Summary Statement of Content Standard:

Read and apply technical information from a variety of English language documents or electronic media.

Description of Student Performances:

Task 1: Develop a written Plan of Action for producing four food service products (quantity recipes).

Task 2: Achieve 80% on a written food service terminology test (a Tech Prep requirement).

Task 3: Operate and maintain at least 15 pieces of food service equipment.

Task 4: Repair at least four pieces of food service equipment.

Task 5: Achieve 80% on a written kitchen tools and equipment identification test (a Tech Prep requirement).

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3- Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 013 587

PERFORMANCE PACKAGE TASK 1
Tech Reading/Food Service

Content Standard: Read, View, Listen: Technical Reading **Level:** High School

Specific Statement(s) from the Standard:

What students should do:

1. Apply information from technical reading, viewing or listening selection in at least two of the following applications:
   a. build or assemble from a plan
2. Identify and select relevant information for the given need
4. Interpret information found in charts, graphs, tables and other visual/graphic representations of data
5. Apply step-by-step procedures

Product(s):

- Plan of Action
- Food preparation

Task Description:

Four times during the course, you must develop a "Plan of Action" for planning and managing the preparation of a quantity recipe. Referring to technical manuals and using resources which are common to the food service industry, your "Plan of Action" will simulate the organizational strategies used by professionals in the field.

Steps:

1. Analyze the recipe/formula using technical manuals.

2. Develop a Plan of Action for preparing the food, which includes:

   a. safety and sanitation guidelines
   b. measurement conversions
   c. guidelines for using small and large equipment
   d. directions and procedures for preparing the food
   e. directions and procedures to manage the work crew and/or work station
   f. inventory control.

3. Produce the food following your Plan of Action.

4. Evaluate the product and your procedures, according to food service standards.

Special Notes:

Recipe/formula production is on-going throughout the course. The recipe/formula production may take place in a real or simulated food service setting. Technical skills are developed through the student's participation in the production, evaluation, and presentation of the product. Student will complete a practical application of the recipe/formula production at the end of each term.

PERFORMANCE PACKAGE TASK 1
Tech Reading/Food Service

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Plan of Action	
_____	Source of data used to produce the recipe is reliable.	_____
_____	Pre-production planning is complete and meets professional requirements and standards.	_____
_____	Recipes are correctly converted to yield appropriate portions.	_____
_____	Quantity-cooking terminology is used correctly and effectively.	_____
	Food Production	
_____	Follows the Plan of Action in proper step-by-step procedures.	_____
_____	Measures accurately.	_____
_____	Equipment is used properly.	_____
_____	Industry personal hygiene and grooming requirements are followed during production.	_____
_____	State and local public health laws and guidelines for safety and sanitation are correctly followed at all times.	_____
_____	Presentation of final product is completed according to food service standards.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

STUDENT PERFORMANCE TASK 2
Tech Reading/Food Service

Test Plan

Standard Code	Test Title/ Topic	Test Format (True/False, Multiple Choice, etc.)	Number of Test Items	Amount of Time Needed	Source of Test
Read, View, Listen Technical Reading	Food Service Terminology	Multiple Choice	55	45 minutes	Teacher Made

Specific portion(s) of standard covered by this test:

3. Interprets specialized vocabulary

Concepts, skills, topics covered by this test:

Terminology frequently used in the food service industry.

PERFORMANCE PACKAGE TASK 3
Tech Reading/Food Service

Content Standard: Read, View, Listen: Technical Reading **Level:** High School

Specific Statement(s) from the Standard:

What students should do:

1. Apply information from a technical reading, viewing or listening selection in at least two of the following applications:
   b. operate, maintain or repair from a technical manual

Product(s):

- Operation and maintenance of food service equipment

Task Description:

You will be required to name, operate and maintain at least 15 pieces of food service equipment during the course. Operation and maintenance must be completed under the supervision of your teacher. Remember to refer to technical manuals, manufacturer's manuals, and/or operating guides to complete the repairs and operate the equipment.

Food service equipment will include but is not limited to:

1. large equipment/mechanical equipment
2. measuring equipment
3. cookery equipment
4. knives
5. tools.

Special Notes:

Identification, operation, and maintenance of equipment will be performed under the supervision of the teacher.

PERFORMANCE PACKAGE TASK 3
Tech Reading/Food Service

FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Equipment is operated efficiently and correctly.	_____
_____	Equipment is maintained correctly: • disassembly • health/sanitation guidelines • step-by-step maintenance procedures • reassembly.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 4
Tech Reading/Food Service

Content Standard: Read, View, Listen: Technical Reading **Level:** High School

Specific Statement(s) from the Standard:

What students should do:

1. Apply information from a technical reading, viewing or listening selection in at least two of the following applications:
   b. operate, maintain or repair from a technical manual
2. Identify and select relevant information for the given need
4. Interpret information found in charts, graphs, tables and other visual/graphic representations of data
5. Apply step-by-step procedures

Product(s):

- Repair of food service equipment

Task Description:

You will diagnose problems and perform minor repairs on four pieces of food service equipment, using technical manuals, service manuals, and instruction/demonstration.

Special Notes:

Identification, operation, maintenance, and repair of equipment will be performed under the supervision of the teacher.

(Special thanks to Chris Sturzl and Lori Brumbaugh from Champlin Park High School [6025 - 109th Avenue N, Champlin, MN 55316] for their initial contribution.)

PERFORMANCE PACKAGE TASK 4
Tech Reading/Food Service

FEEDBACK CHECKLIST FOR TASK 4

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	The problem is identified correctly.	_____
_____	Technical manuals are used effectively and efficiently to determine necessary repairs.	_____
_____	Procedures for repair are accurately followed.	_____
_____	The parts needed for repair are identified correctly.	_____
_____	Outside service, if necessary, is accurately recommended.	_____
_____	Repairs are completed in a step-by-step process, according to manuals and industry or manufacturer specifications.	_____
_____	Equipment runs smoothly after repair.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

STUDENT PERFORMANCE TASK 5
Tech Reading/Food Service

Test Plan

Standard Code	Test Title/ Topic	Test Format (True/False, Multiple Choice, etc.)	Number of Test Items	Amount of Time Needed	Source of Test
Read, View, Listen Technical Reading	Tools and Equipment	Matching	60	30 minutes	Teacher Made

Specific portion(s) of standard covered by this test:

3. Interprets specialized vocabulary

Concepts, skills, topics covered by this test:

Equipment and tools frequently used in the food service industry.